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ABSTRACT

A project was conducted to investigate the effectiveness of using various case management approaches with 120 Job Training Partnership Act (JTPA) participants who were enrolled in individual referral programs at Bishop State Community College and Faulkner State Community College in Alabama. Two staff members were hired by the South Alabama Skills Center to perform case management and management information system functions, including: (1) preparing a monthly summary of and quarterly report on counseling provided; (2) conducting quarterly group counseling, job development/placement, and family support activities; (3) preparing individual case file folders for all referral participants; (4) conducting full, objective assessments of all applicants for referral; and (5) contacting participating colleges and preparing a list of acceptance criteria for each course of study offered to JTPA participants. Research activities for the Individual Referral Case Management Project sought to determine whether project outcomes indicated compliance with contractual performance goals. Data were collected for the study by reviewing end-of-year outcomes, including total number enrolled and served, total terminated, the number and percentage employed, the number and percentage employed in a field related to their studies, and the number of college graduates. The assessment revealed a need for additional data collection efforts; suggested that monthly summaries and quarterly reports were unnecessary; and suggested that group sessions, parent/spouse/guardian meetings, peer assistance, one-to-one meetings should be continued. Extensive data tables are included. Attachments include information on course of study acceptance criteria and a sample program status report (charts). (ECC)

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ED 362 229

FINAL REPORT
FOR THE
INDIVIDUAL REFERRAL
CASE MANAGEMENT PROJECT

PREPARED BY THE
SOUTH ALABAMA SKILLS CENTER

FOR THE
ALABAMA DEPARTMENT OF ECONOMIC
AND
COMMUNITY AFFAIRS

FOR THE PERIOD COVERING
JULY 1, 1992 -- JUNE 30, 1993

JULY 30, 1993

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I. INTRODUCTION

A. NEED FOR THE PROJECT

A contractual agreement was developed between the South Alabama Skills Center and the Job Training Division (JTD) of the Alabama Department of Economic and Community Affairs (ADECA) prior to Program Year 1992. The contract was developed to investigate the effectiveness of various case management approaches to employ with Job Training Partnership Act (JTPA) participants who were enrolled in individual referral program activities provided by two Alabama College System institutions which were located in the South Alabama Skills Center service area.

Information regarding pending amendments to JTPA indicated that case management would play a significant role in the training process with program participants. The Job Training Division chief was interested in establishing a pilot program to field-test a variety of case management activities which may be shared with state Service Delivery Area (SDA) staff to assist them with planning future case management services to be used by their contractors.

B. PURPOSE

The program purpose (work statement) and performance goals for contract no. 2X100701 and subsequent modifications were written as follows:

> "JTPA Title III-40 Percent and Eight Percent Reverted funds are being made available to fund a pilot program for intensive case management for participants enrolled in individual referrals to occupational skills training in Baldwin and Mobile Counties. The pilot project is to help determine if an enhanced case management approach to individual referrals will result in a substantial improvement in the results of the individual referral program. The staff budgeted in the project will work exclusively with JTPA Title III and Eight Percent individual referrals to training."
>
> "The project will be responsible for the following activities:
>
> - Assist the local assessment center with making enrollment decisions
> - Interview individual referral applicants

- Ensure that new individual referrals placed in training are consistent with assessment results and participants' EDP/ISS

- Ensure that all MIS paperwork submitted to the local Assessment Center is completed in an accurate and timely fashion

- Assist college with time and attendance issues

- Identify selection criteria for colleges' various programs and make available to local Assessment Centers

- Identify (to participant) barriers to succeeding in college and make plans to address barriers

- Meet with families of participants to make family members aware of potential difficulties

- Meet with the students' advisors

- Establish a Peer Assistance Program

- Review students' progress periodically (at least quarterly)

- Refer students to other services, both JTPA and non-JTPA, as needed

- Prepare and maintain file on each participant
  - document each contact
  - file all grades and college correspondence
  - prepare monthly status report by college

- Provide job seeking assistance activities, to include job application, resume preparation, and interviewing skills to participants during the final two quarters of their enrollment

- Assist students with job placement prior to and after graduation"

Program performance goals were written as follows:

Performance Goal No. 1:
The case manager will attempt to counsel with at least *one third* of the Title III and Eight Percent funded individual referral participants in the total universe of these participants each month.

Performance Goal No. 2:
On a quarterly basis, the case manager will have counseled with *100 percent* of the Title III *and* Eight Percent funded individual referral participants.

Performance Goal No. 3:
The case manager *will* attempt to conduct group sessions each quarter. The group sessions may be one of the following: Group counseling/training; Job development/placement; or Family support.

C. PROJECT ACTIVITIES

Two staff were hired by the South Alabama Skills Center to perform case management and management information system (MIS) functions. Staff were under the supervision of the South Alabama Skills Center Director for the duration of the project. Job descriptions have been provided in attachment A of the study.

Project staff were required to perform the following activities during the program year:

1. Monthly One-To-One Summary -- In accordance with Contract Modification 003, Performance Goal No. 1, a monthly one-to-one summary will be attached to the Case Management Monthly Report. The summary will list all participants counseled by name, the date counseled, the college each participant attended, and the percent counseled for the month. The percent counseled will be derived by dividing the number counseled by the total number of active cases reported for the preceding month. Project staff will include a detailed explanation on the summary if 1/3 of the participants were not counseled.

Project staff will meet with 1/3 of the total active participants each month. The one-to-one summary report will be submitted to JTD and the Department of Postsecondary Education by the tenth working day of the month following the month of the reporting period.

2. Quarterly Report -- In accordance with Contract Modification 003, Performance Goal No. 2, a Quarterly Report will be submitted to the aforementioned individuals by the tenth working day of the month following the quarter the report covers. Project staff will attach the three previously submitted monthly one-to-one summaries to the quarterly report.

   Project staff will have counseled with 100% of all Individual Referral participants each quarter. The percent counseled will be derived by dividing the total number of participants counseled by the total number of active cases reported during the quarter. Any percentage less than 100% will be explained on the Quarterly Report. This report will be attached to the Case Management Monthly Report. Project staff will prepare and submit a Quarterly Report covering the months of October, November, and December by the January deadline. The next Quarterly Report will cover the months of January, February and March of 1993. The final Quarterly Report will cover the months of April, May and June of 1993.

3. Group Sessions -- In accordance with Contract Modification 003, Performance Goal No. 3, project staff will conduct, rather than attempt to conduct, a Group Counseling/Training, a Job Development/Placement, and a Family Support Group activity each quarter. Project staff will use the existing Group Counseling Report format. The report will include, but not be limited to the following information: type of group session, where held, date held, length of the session, a roster of all participants who attended, and the topic of each session held. Copies of these reports will be submitted on a quarterly basis in accordance with specifics listed with Performance Goal No. 2.

4. Case File Contents -- Individual case file folders will be prepared for all individual referral participants. All files will be maintained with project staff until termination or transfer. Once termination or transfer occurs, case folders will be transmitted to the local Assessment Center for storage.

All case files will contain the students' quarterly schedule, quarterly grade report, bi-weekly time sheet, all testing and enrollment information, and case notes. These notes will document all contacts with participants.

5. Objective Assessment -- All applicants for the individual referral program will receive a full assessment at their local Assessment Center regardless of the JTPA program title in which they were determined eligible to participate.

   Applicants referred to Case Management Project staff should be functioning above the 8th grade level in both reading and math in order to be considered as candidates for the individual referral program. Individuals determined to be "basic skills deficient" as defined in the Job Training Reform Amendments of 1992 should not be considered as immediate candidates for enrollment in the individual referral program.

   Project staff will interview applicants, review assessment results, and ensure they meet or exceed entrance criteria established by the college to determine if they have the interest and potential to successfully complete a course of study at the local college.

   If it is determined that applicants have the potential for successful completion, their cases will be discussed with college officials. Applicants will not be enrolled until after being accepted by the college. Applicants' Employability Development Plans (EDPs) will be completed at the time of enrollment. Staff should be especially aware of providing supportive services on an as needed basis. This is a vital function and may significantly impact the likelihood of students remaining in college.

   If it is determined that applicants do not meet entrance requirements and do not have the potential for successfully completing the program, they will be referred to the Assessment Center for further disposition.

6. Course of Study Acceptance Criteria - Project staff will contact the participating colleges and prepare a list of acceptance criteria for each course of study offered to JTPA participants. This information will be made available to the local Assessment Center.

7. Parent, Spouse, Guardian Meeting - Upon completion of the EDP and prior to enrollment, staff should attempt to meet with the applicants' parents, spouse, or guardian to elicit cooperation and support. Although not a condition for acceptance, it is extremely important that family members understand the family life changes which will occur once the students enroll in college. This will be initiated with new enrollments during the winter quarter.

8. College Orientation - Staff will make arrangements with newly enrolled students to tour the college facilities, review schedules, and ensure that an initial meeting has been established with the students' advisors. Staff will initiate a request to have all winter quarter participants attend PSY-100 to assist with orientation.

9. Peer Assistance Program - Project staff will identify existing JTPA individual referral students who would act as peer assistants for newly enrolled students. Staff will develop details of the program (i.e., role of the peer assistant, how often should students meet, what should be the topic of conversation, etc.). It was also suggested that peer assistants be of the same gender as the students with whom they will be working. This will be initiated with new enrollments during winter quarter.

10. Family Support Group - Staff will enlist the aid of JTPA students and college officials to organize a quarterly family support group activity. The activity should focus around families sharing experiences while adjusting to college life and have a specific topic of interest for all to listen and participate. The first family support group will meet during the last week of October.

11. One-To-One Meetings - A one-to-one meeting will be held with all currently enrolled students. Project staff will identify their role and investigate the problems which students have encountered during their enrollment in college. These problems or barriers will be compiled and presented for review.

    Staff should set up a schedule where all students will be met on a one-to-one basis during the school year for individual progress reports. Project staff will start one-to-one interviews with currently enrolled students immediately.

12. Group Counseling/Training Seminars - A schedule should be developed for group-counseling or training seminars which should be held periodically each school year.

13. Monthly Report - The first project monthly report will be submitted summarizing the month of August activities within five work days from the first of September, 1992. Reports will be submitted for each college to include the following information: JTPA title, course, project number, category (youth or adult), date of enrollment, reading and math scores of the TABE Survey, projected ending date, participant name, current status, status code, date of action, months enrolled, graduated (yes or no), training related placement (yes or no), DOT Code (first three digits) employer, and total count for the program year to date. Reports will be submitted each month.

14. Job Development/Placement - Staff will establish a Job Development meeting at least one month before the end of each quarter for prospective graduates. Prospective graduates will be contacted on an individual basis prior to graduation to help with job placement. Prospective graduates will be contacted during their last quarter of enrollment to initiate job development/ placement activities.

15. 90-Day Hold Pool - Staff will attempt to contact 90-day hold participants who did not graduate and document why they left college. Job Development should be offered for all 90-day hold participants within the first 30 days of separation from the institution. This may be done in a group or individual setting. Correspondence will be sent to participants on the 30th and 60th day of separation from the institution noting availability of Job Development/Placement services and the time remaining in this status. All MIS paperwork will be completed by project staff. Staff should immediately survey all dropouts who are in 90-day hold status. The reasons for dropping out should be compiled and submitted to the aforementioned individuals prior to October 16, 1992. All 90-day hold participants should be contacted before this date on an individual or group basis to determine if assistance is necessary for job placement.

II. STUDY GROUP

The study group was comprised of 120 full-time students who were enrolled in JTPA sponsored individual referral activities located at Bishop State Community College and Faulkner State Community College from July 1, 1992 through June 30, 1993. Bishop State Community College participants were primarily residents of Mobile County Alabama. These individuals were enrolled in one of three campuses in the city of Mobile. Classes were offered at facilities on the main campus (hereinafter referred to as Bishop Campus), Carver Campus, and Southwest Campus. Participants enrolled in Faulkner State Community College were primarily residents of Baldwin County Alabama. Classes were primarily offered at facilities on the main campus located in Bay Minette, Alabama.

Participants in the study group were certified eligible for JTPA Title III-40 percent, Title III-60 percent, or eight percent reverted activities. A summary of the number of participants served by college campus during the project year may be viewed on Table A.

III. METHODOLOGY

A. FOCUS OF RESEARCH ACTIVITIES

Research activities for the Individual Referral Case Management Project were directed toward determining if project outcomes supported compliance with contractual performance goals and that previously determined programmatic activities were developed and carried through to termination of the project. The effectiveness of the case management project will be assessed by collecting data concerning three areas of study. Results will be discussed in the Findings section of the study. The areas of study were as follows:

1. A review of individual referral program outcomes for Program Year 1991 and 1992 on a statewide and project basis and graduation data of effected Alabama College System institutions for case management participants.

2. A review of compliance with contractual performance goals.

3. A review of programmatic case management activities which were required to be performed during the contract period.

B. COLLECTION PROCEDURES

Postsecondary and project staff reviewed individual referral program outcomes for Program Year 1991 and 1992 on a statewide and project basis to determine if differences existed for entered employment and training related placement outcomes. Graduation data was also reviewed for each institution by JTPA title for Case Management Project participants.

Staff will also review past program year reporting information to determine if the project met or exceeded contractual performance goals. This information was completed and documented on a monthly, quarterly, and cumulative basis.

Each of the originally specified programmatic case management activities, which were required to be developed and completed during the contract period, were reviewed. Anecdotal information gathered from project staff and participants was used to assist in determining the effectiveness of each activity. This information will be collected and presented in the Findings section of the study.

IV. FINDINGS

This section of the report was designed to describe the research findings. Project recommendations will be supported by the findings. Findings will be described for the following areas: program year performance outcomes, compliance with contractual performance goals, and case management project activities.

A. PROGRAM YEAR PERFORMANCE OUTCOMES

Data was collected for the study by reviewing end-of-year Individual Referral program performance outcomes on a statewide and Case Management Project basis. Data was provided through the cooperation and assistance of ASDAD, JTD, and Case Management Project staff. Information was collected for activities which occurred during Program Year 1991 and 1992. This made it possible to compare performance outcomes across two program years in addition to comparing Case Management Project outcomes with statewide efforts during Program Year 1992.

Information in the initial portion of the findings section was organized to help describe Case Management Project performance outcomes for Program Year 1992. Results were compared across the effected colleges by JTPA eligibility title. The next portion of the findings compared case management project performance outcomes with

statewide individual referral data for Program Year 1991 and 1992. the final portion of this section described graduation outcomes for Case Management Project participants.

Information presented in this portion of the study will be portrayed in tabular format. In some instances, due to space constraints, table categories were abbreviated. Category definitions and corresponding abbreviations used on the study tables have been provided as follows:

TOTAL ON BOARD -- The total number of participants enrolled in individual referral activities for Program Year 1992 who will be carried over to Program Year 1993 program activities.

TOTAL SERVED -- The total number of participants served during the program year including all enrollments, terminations, and transfers.

TOTAL TERM -- The total number of participants terminated (negative or positive) during the program year.

ENT. EMPLY. -- The number of participants who were employed within 90-days after graduating or dropping out of college during the program year.

% ENT. EMPLOY. -- The percentage of participants who entered employment derived by dividing the total number of participants who entered employment by the total number of terminated participants.

TRNG. REL. -- The number of participants who obtained employment related to the course of study in which they graduated or were enrolled.

% TRNG. REL. -- The percentage of participants who obtained a training related job derived by dividing the total number of training related placements by the total number of terminated participants.

PROGRAM YEAR -- The period of time from July 1st of one year through June 30th of the next. A program year was designated by the year in which July 1 occurs. Program 1992 covered the time period from July 1, 1992 through June 30, 1993.

GRAD. -- The number of participants who graduated from an Alabama College System approved course of study.

% GRAD -- The percentage of participants who graduated from an Alabama College System course of study derived from dividing the total number of graduates by the total number of terminated participants.

1. Case Management Project Performance Outcomes

   a. Information on Table A portrays the number of participants served in the Case Management Project. Participants were almost evenly distributed when viewing subtotals for main campus activities.

   b. Table B displays project performance for Program 1992 by JTPA eligibility title. Project results for 8% activities exceeded the Program Year 1992 performance standard of 65% for the entered employment rate. Project performance also exceeded the 70% standard for the Title III entered employment rate. Title III results did not meet the standards for training related placements. A total of 60 participants will be carried over into Program Year 1993. Only 7 participants will remain in 8% reverted activities. These individuals will be allowed to complete their courses of study during Program Year 1993. No new enrollments will be allowed.

   c. Table B-1 information portrays Program Year 1992 performance by JTPA Titles for Faulkner State Community College and combined activities of Bishop State Community College. Information presented by the main campus format yielded more favorable results than those presented in Table B. These results realistically reflected the efforts of staff by campus. Entered employment rate results exceeded standards for both JTPA titles. Training related placement rates were higher.

d. Table B-2 presents a program year 1992 summary of project activities by individual campus and JTPA eligibility title. Faulkner campus activities exceeded entered employment rate standards except for Title III-40% activities. Bishop (main), Carver, and Southwest campuses served a limited number of Title III participants. Bishop (main) and Carver campuses exceeded entered employment rate standards.

2. Comparison of Statewide Individual Referral and Case Management Project Results

a. Table C compares the number of Case Management Project participants served during Program Year 1991 and 1992 across JTPA eligibility titles. Due to the limited number of project participants in comparison with respective statewide figures, the capability of drawing conclusions will be limited. Statewide participant information indicates a significant drop in numbers served from PY '91 to PY '92 for 8% activities. This reflects a decision made by the Job Training Division to stop enrollment for 8% activities. Title III-60% activities also dropped; however, Title III-40% activities increased significantly.

b. Tables C-1, C-2, and C-3 reflect the comparison of statewide individual referral and case management project performance outcomes by program year for 8% reverted, Title III-40%, and Title III-60% activities respectively. Although additional duties were assigned to the project case manager, project results kept pace with statewide results. In some instances, project results were higher for entered employment and training related placement rates; however, the lower number of project participants will make comparisons of this nature inconclusive.

c. Table C-4 portrays a comparison of Program Year 1991 and 1992 performance outcomes by JTPA eligibility title for colleges involved with the case management project. It may be noted that project staff kept pace with PY '91 efforts while performing additional project duties. It should also be noted

that the effects of this study may not be realized until Program Year 1993 or in some instances during Program Year 1994 due to the length of training required for graduation.

3. Case Management Project Graduation Outcomes

This section will describe graduation, entered employment, and training related placement rate permutations by JTPA eligibility title. At the time the study was completed, no graduation rates were required to be kept for JTPA individual referral programs. Graduation has been long considered as the most significant factor in promoting long-term employability.

This factor must be considered in the success equation for individual referral participants. When combined with entered employment and training related placement rates, it will give a true picture of potential success.

a. Their were eight possible permutations of combining graduation, entered employment, and training related placement rate. Five were found to be usable for Table D. The sixth permutation was included in Table D-2. A brief description of each permutation has been provided for review.

Permutation #1 (Y, Y, Y) -- This is the ideal placement whereby participants graduate, enter employment within 90-days after graduation, and work on jobs which were related to their course of study. All individual referral placements should be directed toward attaining this goal.

Permutation #2 (Y, Y, N) -- This indicates that participants graduate and attain work but the jobs were not training related. This may reflect the unavailability of training related jobs within the local employing community.

Permutation #3 (N, Y, Y) -- This indicates that participants didn't graduate but attained work which was training related. Participants do not complete school for a variety of reasons. These reasons will be discussed in another section of the study. This

combination may support the notion that participants used their college training to help them get work.

Permutation #4 (N, Y, N) -- This indicates that participants didn't complete school but attained work which was not training related. This would be viewed as a positive termination in accordance with JTPA performance standards.

Permutation #5 (N, N, N) -- This indicates that participants did not graduate, attain work, or attain a training related placement. Objective assessment, selection, and case management support efforts should be reviewed in these situations.

Permutation #6 (Y, N, N) -- This indicates that participants graduated but did not attain a job. These individuals were in the 90-day hold pool at the end of the program year. Their results were not included in the Program year 1992 termination data; however, they were included in Table D-2.

Permutations #7 and #8 were not selected for the following reasons: Permutations #7 and #8 were not selected due to the fact that training related placements may not occur unless participants first attain jobs.

b. Table D-1 portrays case management project number graduated, entered employment, and training related placement rate permutations for those individuals who were terminated. The percent of each option by total terminations has been presented. Approximately 23% of the participants terminated during Program Year 1992 were in Permutation #1. Another 15% graduated and found a job within permutation #2.

c. Table D-2 portrays case management project graduation rates by JTPA eligibility title. It also accounts for those graduates in 90-day hold who have the potential for training related job placements. Both 8% and Title III-60%

participants yielded graduation rates of 45% and 29% respectively. Final graduation rates will increase to 52% and 71% respectively when including 90-day hold participants who had graduated.

B. COMPLIANCE WITH CONTRACTUAL PERFORMANCE GOALS

1. Monthly One-To-One Summary

One-to-one activities, as described in contract performance goal no. 1, did not always meet the standard of contacting 1/3 of the total number of enrolled participants each month due to scheduling conflicts. It should be noted that all enrolled participants were contacted during each quarter as per the contract.

It was found that this procedure provided needed encouragement and direction for the participants and allowed each of them an opportunity to receive comprehensive counseling when necessary.

Monthly summaries were submitted to JTD and Department of Postsecondary Education staff. The June 1993 monthly one-to-one meeting summary was submitted for review (see attachment B).

2. Quarterly Reports

The quarterly reports, as described in contract performance goal no. 2, were submitted on time for the project and each participant was counseled during each quarter. This information was forwarded each quarter to representatives of JTD and the Department of Postsecondary Education.

3. Group Sessions

Group Counseling/Training Sessions, as described in contract performance goal no. 3, were completed and reported quarterly as required. Group participation documentation can be found in the case files of those who attended.

Four group counseling sessions were held during the year; covering such topics as time and attendance, changes in schedules and occupations, job development, case managers' availability to participants, and participants' accountability to JTPA. All group sessions were followed by a question and answer period.

C. CASE MANAGEMENT PROJECT ACTIVITIES

1. Case File Contents

Individual case file folders were prepared and kept for all participants until they were terminated or transferred. The files were stored at the South Baldwin Assessment Center. Files contained all required documentation concerning the participants' schedules, time sheets, enrollment, and case notes.

2. Objective Assessment

All participants referred to the Case Management Project were assessed to determine if their abilities and interests would support enrollment in the project (see attachment C). If qualified, the participants were interviewed and counseled regarding their academic interests. Any applicants found to be academically deficient were referred to the assessment center for further disposition. Evidence of objective assessment may be found in the participants' files for those individuals who were enrolled during Program Year 1992.

3. Course of Study Acceptance Criteria

Project staff contacted local college officials in order to develop a list of acceptance criteria for each JTPA approved course of study. General admission requirements and course of study acceptance criteria were shared with Assessment Center staff (see attachment D). Copies were forwarded to JTD and Department of Postsecondary Education staff.

4. Parent/Spouse/Guardian Meeting

Project staff attempted to conduct meetings for new enrollments with the participants' parents, spouses, guardians, or significant others. These meetings were found to be very rewarding when accomplished; however, they were difficult to schedule.

5. College Orientation

Project staff arranged for newly enrolled participants to visit college facilities, etc. and arranged an initial meeting with participants' advisors. Also, the course PSY-100 (College Orientation) was required for all new enrollees as a part of their orientation.

6. Peer Assistance Program

Four Peer Assistance Program meetings were held during Program Year 1992. The results of these meetings were discussed with the new participants who stated they greatly appreciated the help received from their peers of the same gender.

7. Family Support Group Meetings

The Family Support Group Program was designed to extend a helping hand to JTPA participants. Family group activities focused around family-shared experiences while the participants were adjusting to college life. Four Family Support Group Meetings were held during PY '92. During one meeting in February, awards were given to honor-roll students, presidents, and Dean's list students. These awards were presented by the ASDAD Division Chief and Director of the South Alabama Skills Center. It should be noted that family members found it difficult to meet due to work or personal conflicts.

8. One-To-One Meetings

During PY '92 one-to-one, meetings were held with enrolled participants. Staff helped identify any problems that the participants had and assisted them in overcoming the obstacles. All one-to-one meeting contacts were documented on the participants' case notes. These activities were required to meet contract performance goal no. 1 and no. 2.

9. Group Counseling/Training Seminars

Group counseling seminars were held periodically during the year in an effort to better communicate with the participants.

Agendas and sign-in sheets were used to document attendance and activities. Four group sessions were held during the year. Copies of these activities were submitted for documentation as they related to contract performance goal no. 3.

10. Monthly Report

Monthly reports were submitted as planned from September 1992 through June 1993. The reports were submitted to Postsecondary and JTD staff each month. The format was designed to detail monthly and cumulative performance outcomes related to the project.

Accompanying the monthly one-to-one reports were the monthly and cumulative program status reports. Cover sheets and respective back-up sheets were submitted each month. The cover sheet for the June 1993 Report has been provided for review (see attachment E).

11. Job Development/Placement

Job Development/Placement meetings, as described in contract performance goal no. 3, were held at least one month before the end of each quarter for prospective graduates. Participants were given guidance regarding local labor market information and assistance with job search preparation activities. Documentation may be found in effected participants' case files.

12. 90-Day Holding Pool

Job development support was offered as needed to participants who left the project within the first thirty days following their separation. Participants were also contacted at the 60th day and prior to the 90th day, upon separation from project, to determine their employment status and provide job placement/development activities when necessary. Reasons for program noncompletion were found to be varied (see attachment F); however, it appears that further intervention with five participants could possibly have delayed or prevented them from dropping out. Reasons for these individuals not completing ranged from family care, misconduct, and attendance problems. This group will also include those individuals who gave no specific reasons from

dropping out. Some situations such as illness, incarceration, pregnancy, and ineligible certifications may be out of the case manager's control. Accommodations should be considered for some situations for participants who leave school for reasons beyond their control.

V. RECOMMENDATIONS

This portion of the study will be divided into general recommendations and project specific recommendations sections. Recommendations for the study will be supported by previously described findings.

Due to the small number of participants served and the lack of randomization for site or participant selection, the ability to generalize project results for statewide implementation may be limited. Program planners should proceed cautiously when making future decisions solely based upon the results of the study.

A. GENERAL RECOMMENDATIONS

1. The Case Management Project should be replicated to include a larger number of individual referral participants, Alabama College System institutions, and Skills Centers. Present project findings were based upon the efforts of one case manager who worked under contract with one Skills Center. Services were provided to participants who were enrolled in two Alabama College System institutions located in the southernmost section of the state. It is recommended that case management activities be considered for replication in the central and northern sections of the state. Information gathered from these replication studies may support the adoption of future case management activities.

2. Participants enrolled in the Case Management Project during Program Year 1992 should be followed up during Program Year 1993 to determine the potential effects of project intervention. Future individual referral studies should be planned across program years as many participants do not complete their courses of study until the following program year.

3. The project case manager provided services to an average of 52 participants on board each month. Monthly participant on board figures ranged from 49 to 64 participants. Participants in 90-day hold status ranged from 1-13 per month. These figures may serve as minimum standards to consider when

determining caseload sizes for staff performing duties similar to those completed during the project. Caseloads will vary based upon a variety of factors including but not limited to the following: staffs' existing work load beyond the scope of case management, number of staff per assessment center, driving distance between case managers' office and college, etc.

4. Statewide individual referral program performance data should be consistently reported for all individual referral programs regardless of JTPA program title and state ADECA Division involvement. Data for this statewide program should be collected and disseminated from one central office. Program performance should be reported for all individual referral participants regardless of title by institution. In addition, branch campus performance results should be collapsed into main campus institution performance reports.

5. Graduation rates must be collected for all individual referral programs. Graduation from college will effect the JTPA participants' long term employability. At present, participants can drop out of school and attain nontraining related jobs and still be counted as positive terminations. SDA staff should promote and provide some form of incentive for those situations where individual referral participants graduate and attain a training related job. The measure of true program success should not rely upon job placements alone.

6. Case management and college contact staff must receive training in a variety of subjects on a regular basis. Both case management and college staff should have a clear understanding of their roles and responsibilities regarding the individual referral program. It is recommended that an Individual Referral Advisory Team be formed to establish common goals, identify problems and issues related to operating the program, generate tentative solutions, and enhance communication. Representatives from selected colleges, individual referral case management practitioners, Department of Postsecondary Education central office staff, and SDA senior staff will make up the team which will meet on a quarterly basis.

7. Number graduated, entered employment, and training related placement rates for 8% reverted activities on a project and statewide basis lend support to a continuation of these activities rather than the recent termination of 8% individual referral activities imposed by JTD.

8. More attention should be directed toward identifying the type of supportive services which individual referral participants will need in order to help them become successful. Future research efforts should be involved with this effort. This information will help program planners focus future staff training and funding efforts directed toward meeting participants' supportive service needs.

B. PROJECT SPECIFIC RECOMMENDATIONS

Recommendations for continuation or termination of originally proposed Case Management Project activities will be described in this section of the study. Not all activities will be recommended for continuation as some were found necessary to document project efforts.

1. Monthly one-to-one summaries do not need to be continued beyond the project year. Case Managers will continue to schedule and meet with their participants at least once per quarter. These contacts will be documented in the participants' case files.

2. Quarterly reports do not need to be continued beyond the project year. This was found necessary to assist with documenting specific project activities outlined in the contract.

3. Group sessions should be retained but somewhat modified. This is an important activity; however, the frequency of holding all three types of the sessions at least once per quarter may cause difficulties for staff as well as participants. It is recommended that the following group activities take place during the school year:

   a. General counseling/information sessions covering topics such as adjusting to school life, study skills/habits, time management, problem-solving, decision making, financial/budget planning, accessibility to supportive service providers, etc. may be held twice during the school year.

   b. Job development/job placement group meetings should be held at least one month prior to graduation for prospective graduates. This would also be an excellent-time to invite 90-day hold participants to attend.

c. Family group sessions may held once a year in conjunction with graduation activities. Case management project staff indicated that these meetings can be effective motivational experiences; however, they have posed some hardships on family members who have attempted to make the quarterly meetings.

4. Case file contents and case file procedures should be retained as detailed earlier in this study.

5. All individual referral participants should receive an objective assessment and have Individual Service Strategies (ISS) developed which support referrals to college for training. Prospective participants must proceed through the assessment process and then be accepted by the college. This sequence assures that participants meet JTPA, SDA, and college requirements prior to enrollment. Guidance for specific objective assessment activities will be provided by the SDA.

6. All Assessment Centers must have staff who are thoroughly knowledgeable of Alabama college System acceptance criteria for general admission and specific sources of study. This criteria should be made part of the assessment process. Case managers should update admission criteria on a periodic basis and make it available to all local Assessment Center staff. This activity should be retained.

7. Parent/Spouse/Guardian meetings should be retained. It is especially important for participants to gain support at the onset of college from their significant others. These individuals will play an important role with determining the success or failure of individual referral participants. SDA staff may wish to consider this as an condition for enrollment unless it poses an undue hardship on participants or their family members.

8. College course PSY-100 used for orientation should be discontinued. The previously recommended Individual Referral Advisory Committee could develop an orientation handbook and accompanying orientation procedures for case managers to follow. The handbook would be flexible enough to be used across all Alabama College System institutions and would compliment existing college materials. However,

the handbook would be designed to meet the unique needs and program requirements for JTPA individual referral participants.

9. The peer assistance program should be retained. It should be more specifically defined to include a student leader's manual which will provide structure to the activity. Development of the manual may also be assumed by the Individual Referral Advisory Committee.

10. One-to-one meetings should be retained as previously described. Case managers should meet with all enrolled participants at least once per quarter to review progress. Some participants may need more individual attention. Relationships should be developed with college instructional and counseling staff to help case managers intervene early when potential problems arise. All contacts must be documented in the participants' case files.

11. Monthly reports specified for the case management project should be continued in order to provide follow-up for those individuals who were enrolled during the Program Year 1992. The following report elements, unique to the Case Management Project which were reported for each college monthly, should be considered for SDA inclusion on a statewide basis: JTPA title, course of study, project number, category (youth or adult), date of enrollment, full reading and math scores of the TABE Survey, projected ending date, participant name, current status, status code, date of action, months enrolled, graduated (yes or no), training related placement (yes or no), first three digits of the DOT Code (Occupational Group Arrangement), job title, and total count of participants served year to date.

    Information of this nature must be made available to case managers, Skills Center Directors, State Department of Postsecondary Education, and SDA staff on a monthly basis. Information collected across JTPA eligibility titles by participating colleges will be necessary to manage existing and future case management efforts.

12. 90-day hold pool information must be kept and updated regularly. Individuals who comprise the 90-day hold pool may add to the success of the program upon attainment of a training related job or re-enrollment in college. Special attention must be directed toward identifying the reasons why participants drop out.

It is recommended that Skills Centers set aside a portion of their staffing time to discuss 90-day hold pool participants on a regular basis. In addition, future efforts should be made toward further identifying why participants drop out of JTPA-sponsored individual referral programs. This information may prove valuable towards making adjustments during suitability assessment, objective assessment, staffing, and program enrollment which will enhance the decision making process and assure the successful completion of college for JTPA individual referral participants.

TABLE A
CASE MANAGEMENT PROJECT
NUMBER SERVED

TABLE A
CASE MANAGEMENT PROJECT
NUMBER SERVED

COLLEGE		NUMBER SERVED
Bishop State Community College		
Main Campus		21
Carver Campus		16
Southwest Campus		26
	Sub	63
Faulkner State Community College		
	Sub	57
	Total Served	120

TABLE B
PERFORMANCE BY JTPA ELIGIBILITY TITLE
FOR PROGRAM YEAR 1992

TABLE B
PERFORMANCE BY JTPA ELIGIBILITY TITLE
FOR PROGRAM YEAR 1992

JTPA TITLE	TOTAL ON BOARD	TOTAL SERVED	TOTAL TERM.	ENTERED EMPLOY.	% ENT. EMPLOY.	TRAINING RELATED	% TRNG. RELATED
8%	7	44	29	20	69%	11	38%
40%	29	37	4	3	75%	-0-	0%
60%	24	39	7	6	86%	3	43%
TOTAL	60	120	40	29		14	

TABLE B-1
CASE MANAGEMENT PROJECT
PROGRAM YEAR 1992 SUMMARY
BY MAIN CAMPUS AND JTPA ELIGIBILITY TITLE

TABLE B-1
CASE MANAGEMENT PROJECT
PROGRAM YEAR 1992 SUMMARY
BY MAIN CAMPUS AND JTPA ELIGIBILITY TITLE

COLLEGE	TOTAL ON BOARD	TOTAL SERVED	TOTAL TERM.	ENTERED EMPLOY.	% ENT. EMPLOY.	TRAINING RELATED	% TRNG. RELATED
FAULKNER							
8%	2	10	4	4	100%	2	50%
40%	17	22	3	2	67%	-0-	0%
60%	15	25	6	5	83%	2	33%
SUB	34	57	13	11		4	
BISHOP							
COMBINED							
8%	5	34	25	16	64%	9	36%
40%	12	15	1	1	100%	-0-	0%
60%	9	14	1	1	100%	1	100%
SUB	26	63	27	18		10	

TABLE B-2
CASE MANAGEMENT PROJECT
PROGRAM YEAR 1992 SUMMARY
BY INDIVIDUAL CAMPUS AND JTPA ELIGIBILITY TITLE

TABLE B-2
CASE MANAGEMENT PROJECT
PROGRAM YEAR 1992 SUMMARY
BY INDIVIDUAL CAMPUS AND JTPA ELIGIBILITY TITLE

COLLEGE	TOTAL ON BOARD	TOTAL SERVED	TOTAL TERM.	ENTERED EMPLOY.	% ENT. EMPLOY.	TRAINING RELATED	% TRNG. RELATED
FAULKNER							
8%	2	10	4	4	100%	2	50%
40%	17	22	3	2	67%	-0-	0%
60%	15	25	6	5	83%	2	33%
SUB	34	57	13	11			
BISHOP							
8%	4	12	6	4	67%	2	33%
40%	4	5	-0-	-0-	0%	-0-	0%
60%	2	4	-0-	-0-	0%	-0-	0%
SUB	10	21	6	4			
CARVER							
8%	-0-	13	12	8	67%	5	42%
40%	1	1	-0-	-0-	0%	-0-	0%
60%	-0-	2	1	1	100%	1	100%
SUB	1	16	13	9			
SOUTHWEST.							
8%	1	9	7	4	57%	2	29%
40%	7	9	1	1	100%	-0-	0%
60%	7	8	-0-	-0-	0%	-0-	0%
SUB	15	26	8	5			

TABLE C
CASE MANAGEMENT PROJECT
A COMPARISON OF INDIVIDUAL REFERRAL PARTICIPANTS SERVED BY PROGRAM YEAR AND JTPA ELIGIBILITY TITLE

TABLE C
CASE MANAGEMENT PROJECT
A COMPARISON OF INDIVIDUAL REFERRAL PARTICIPANTS SERVED BY PROGRAM YEAR AND JTPA ELIGIBILITY TITLE

TOTAL SERVED	STATEWIDE PY '91	STATEWIDE PY '92	CASE MANAGEMENT PROJECT '92	% STATEWIDE PY '92
8%	911	365	44	12%
40%	-0-	459	37	8%
60%	997	618	39	6%

TABLE C-1
CASE MANAGEMENT PROJECT
A COMPARISON OF STATEWIDE INDIVIDUAL REFERRAL AND CASE MANAGEMENT PROJECT PERFORMANCE OUTCOMES BY PROGRAM YEAR FOR 8% REVERTED ACTIVITIES

TABLE C-1
CASE MANAGEMENT PROJECT
A COMPARISON OF STATEWIDE INDIVIDUAL REFERRAL AND CASE MANAGEMENT PROJECT PERFORMANCE OUTCOMES BY PROGRAM YEAR FOR 8% REVERTED ACTIVITIES

	STATEWIDE PY '91	STATEWIDE PY '92	CASE MANAGEMENT PROJECT '92
TOTAL TERMINATIONS	397	177	29
ENTERED EMPLOYMENT	255	138	20
% ENTERED EMPLOYMENT	64%	78%	69%
TRAINING RELATED	138	82	11
% TRAINING RELATED	35%	46%	38%

TABLE C-2
CASE MANAGEMENT PROJECT
A COMPARISON OF STATEWIDE INDIVIDUAL REFERRAL AND CASE MANAGEMENT PROJECT PERFORMANCE OUTCOMES BY PROGRAM YEAR FOR TITLE III-40% ACTIVITIES

TABLE C-2
CASE MANAGEMENT PROJECT
A COMPARISON OF STATEWIDE INDIVIDUAL REFERRAL AND CASE MANAGEMENT PROJECT PERFORMANCE OUTCOMES BY PROGRAM YEAR FOR TITLE III-40%ACTIVITIES

	STATEWIDE PY '91	STATEWIDE PY '92	CASE MANAGEMENT PROJECT '92
TOTAL TERMINATIONS	NA*	165	4
ENTERED EMPLOYMENT	NA	83	3
% ENTERED EMPLOYMENT	NA	50%	75%
TRAINING RELATED	NA	45	-0-
% TRAINING RELATED	NA	27%	0%

* No Title III-40% activities for PY '91

TABLE C-3
CASE MANAGEMENT PROJECT
A COMPARISON OF STATEWIDE INDIVIDUAL REFERRAL
AND CASE MANAGEMENT PROJECT PERFORMANCE OUTCOMES
BY PROGRAM YEAR FOR TITLE III-60% ACTIVITIES

TABLE C-3
CASE MANAGEMENT PROJECT
A COMPARISON OF STATEWIDE INDIVIDUAL REFERRAL AND CASE MANAGEMENT PROJECT PERFORMANCE OUTCOMES BY PROGRAM YEAR FOR TITLE III-60% ACTIVITIES

	STATEWIDE PY '91	STATEWIDE PY '92	CASE MANAGEMENT PROJECT '92
TOTAL TERMINATIONS	997	618	7
ENTERED EMPLOYMENT	258	184	6
% ENTERED EMPLOYMENT	25%	30%	86%
TRAINING RELATED	142	107	3
% TRAINING RELATED	14%	17%	43%

TABLE C-4
CASE MANAGEMENT PROJECT
A COMPARISON OF PROGRAM YEAR 1991 AND 1992
PERFORMANCE OUTCOMES BY JTPA ELIGIBILITY TITLE
FOR COLLEGES INVOLVED WITH
THE CASE MANAGEMENT PROJECT

TABLE C-4
CASE MANAGEMENT PROJECT
A COMPARISON OF PROGRAM YEAR 1991 AND 1992
PERFORMANCE OUTCOMES BY JTPA ELIGIBILITY TITLE
FOR COLLEGES INVOLVED WITH
THE CASE MANAGEMENT PROJECT

		SUMMARY OF EFFECTED COLLEGES PY '91	CASE MANAGEMENT PROJECT PY '92
TOTAL TERMINATIONS			
	8%	29	29
	40%	NA	4
	60%	3	7
ENTERED EMPLOYMENT			
	8%	22	20
	40%	NA	3
	60%	2	6
% ENTERED EMPLOYMENT			
	8%	76%	69%
	40%	NA	75%
	60%	67%	86%
TRAINING RELATED			
	8%	13	11
	40%	NA	-0-
	60%	-0-	3
% TRAINING RELATED			
	8%	45%	38%
	40%	NA	-0-
	60%	-0-	43%

TABLE D
PERMUTATION COMBINATIONS FOR NUMBER GRADUATED, ENTERED EMPLOYMENT, AND TRAINING RELATED PLACEMENT RATE FOR JTPA INDIVIDUAL REFERRAL PARTICIPANTS

TABLE D
PERMUTATION COMBINATIONS FOR NUMBER GRADUATED, ENTERED EMPLOYMENT, AND TRAINING RELATED PLACEMENT RATE FOR JTPA INDIVIDUAL REFERRAL PARTICIPANTS

	PERMUTATIONS							
	1	2	3	4	5	6*	7	8
GRADUATED	Y	Y	N	N	N	Y	Y	N
ENTERED EMPLOYMENT	Y	Y	Y	Y	N	N	N	N
TRAINING RELATED	Y	N	Y	N	N	N	Y	Y

* 90-day hold participants

TABLE D-1
CASE MANAGEMENT PROJECT
NUMBER GRADUATED, ENTERED EMPLOYMENT, AND TRAINING RELATED PLACEMENT RATE PERMUTATIONS

TABLE D-1
CASE MANAGEMENT PROJECT
NUMBER GRADUATED, ENTERED EMPLOYMENT, AND TRAINING RELATED PLACEMENT RATE PERMUTATIONS

PERMUTATIONS IN ORDER OF SIGNIFICANCE

JTPA TITLE	#1	#2	#3	#4	#5	TERMINATIONS TOTAL
8%	7	6	4	6	6	29
40%	-0-	-0-	-0-	3	1	4
60%	2	-0-	1	3	1	7
	9	6	5	12	8	40
% Total	22.5%	15%	12.5%	30%	20%	100%

TABLE D-2
CASE MANAGEMENT PROJECT
GRADUATION RATES FOR PROGRAM YEAR 1992
BY JTPA ELIGIBILITY TITLE

TABLE D-2
CASE MANAGEMENT PROJECT
GRADUATION RATES FOR PROGRAM YEAR 1992
BY JTPA ELIGIBILITY TITLE

JTPA TITLE	TOTAL TERM.	# GRAD.	% GRAD.	# GRAD. 90-DAY HOLD	FINAL GRAD. RATE
8%	29	13	45%	2	52%
40%	4	-0-	-0-	-0-	-0-
60%	7	2	29%	3	71%
	40	15		5	

ATTACHMENT A.

STAFF JOB DESCRIPTIONS

EDUCATION SPECIALIST I

DUTIES:

Coordinate Individual Referral program with two-year institutions including reporting comprehensive research to Job Training Division regarding participant performance in all titles in Mobile and Baldwin Counties. Activities will include close monitoring and counseling of participants and providing support systems to enhance participant success in day, evening and/or weekend classes.

QUALIFICATIONS:

Masters Degree in Counseling or related educational field. Experience in referral and placement of selected clients in educational and occupational opportunities. Experience in counseling, monitoring and follow-up procedures for J.T.P.A/ eligible citizens.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

Must have some knowledge of methods and techniques in coordinating programs. Must be able to deal effectively with staff, participants and outside agencies. Must be able to communicate effectively both orally and in writing.

MANAGEMENT INFORMATION SYSTEM (MIS) CLERK I

DUTIES:

Provide accurate record keeping and reporting on up to 75 individual referral accounts including performance standard reporting and budgetary reporting as needed. Provide support to Education Specialist I including on-site visitation for participant monitoring as needed. Develop reporting procedures commensurate with requirements of the Job Training Division and the Alabama College System.

QUALIFICATIONS:

Minimum of High School Education or G.E.D. with course work in business or office skills. Ability to type a minimum of 45 WPM (Net).

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

Some knowledge of office procedures and techniques. Ability to communicate effectively both in writing and orally.

ATTACHMENT B.

MONTHLY ONE-TO-ONE MEETING SCHEDULE

INDIVIDUAL REFERRAL
One-to-One Meetings
Month of June, 1993

DATE	NAME	SCHOOL
1. 6/2/93	[redacted]	Faulkner State Community College
2. 6/2/93	[redacted]	Faulkner State Community College
3. 6/8/93	[redacted]	Bishop State Community College
4. 6/9/93	[redacted]	Faulkner State Community College
5. 6/9/93	[redacted]	Faulkner State Community College
6. 6/9/93	[redacted]	Faulkner State Community College
7. 6/9/93	[redacted]	Faulkner State Community College
8. 6/10/93	[redacted]	Faulkner State Community College
9. 6/10/93	[redacted]	Southwest State Technical College
10. 6/10/93	[redacted]	Faulkner State Community College
11. 6/11/93	[redacted]	Southwest State Technical College
12. 6/11/93	[redacted]	Faulkner State Community College
13. 6/11/93	[redacted]	Faulkner State Community College
14. 6/11/93	[redacted]	Faulkner State Community College
15. 6/15/93	[redacted]	Faulkner State Community College
16. 6/16/93	[redacted]	Carver State Technical College
17. 6/17/93	[redacted]	Bishop State Community College
18. 6/17/93	[redacted]	Faulkner State Community College
19. 6/24/93	[redacted]	Bishop State Community College
20. 6/24/93	[redacted]	Bishop State Community College

PERCENTAGE of participants counseled during the month _____.

Comments: _____

_____

_____

_____

INDIVIDUAL REFERRAL
One-to-One Meetings
Month of June, 1993

	DATE	NAME	SCHOOL
21.	6/24/93	[redacted]	Bishop State Community College
22.	6/24/93	[redacted]	Bishop State Community College
23.	6/24/93	[redacted]	Bishop State Community College
24.	6/24/93	[redacted]	Bishop State Community College
25.	6/24/93	[redacted]	Bishop State Community College
26.	6/24/93	[redacted]	Bishop State Community College

PERCENTAGE of participants counseled during the month 26/64 = 41% .

Comments: _____

ATTACHMENT C.

ASSESSMENT PROCESS

SOUTH BALDWIN ASSESSMENT CENTER
P.O. Box 1199
Robertsdale Alabama 36567
(205) 947-7341

Department of Postsecondary Education
Skills Training and Education Program

Serving Residents
of South Baldwin County

MEMORANDUM

TO: Mr. James C. Young, Coordinator
FROM: Kennard Thompson
DATE: December 8, 1992
RE: Assessment Process

Mr. Young this memorandum is in regard to our conversation on December 1, 1992, concerning the assessment process. As you are aware, these activities are an integral part of the training process for individual referral applicants. Therefore, I am requesting that you include the individual referral applicants in your assessment process. As we agreed, by doing such will not change or alter the assessment process. Below is an outline of responsibilities that will take place during the assessment process.

I. Orientation
II. Initial Interview
III. Academic Testing (Test of Adult Basic Education: TABE)
IV. Structural Interview: The structural interview will be conducted as a one to one meeting between the case manager and the applicant. Structural interviews will take place on Wednesdays, at the South Baldwin Assessment Center.
V. Staffing for participant selection: Once an applicant has completed the assessment process and all assessment information and data have been evaluated, the case manager and the entire assessment center's staff will make a collective decision with regards to referral, recommendations, and/or enrollment of the applicant.

As you requested, I have discussed this matter with Ms. Boykin and she has expressed concurrence. If there are any questions concerning this matter, please contact me.

ATTACHMENT D.

COURSE OF STUDY ACCEPTANCE CRITERIA

ACCEPTANCE CRITERIA

ADMISSION OF FIRST-TIME COLLEGE FRESHMEN for Carver State Technical College and Southwest Technical College.

Any applicant who has not attended a postsecondary institution may be considered as a freshman student and must meet one of the following criteria to be eligible for admission:

1. Applicants who hold a diploma issued by a regionally and/or state accredited high school are eligible for admission. Applicants who hold a certificate or any other award issued in lieu of a diploma are ineligible for admission.
2. Applicants who have attended a non-accredited high school may be admitted upon presentation of a diploma indicating successful completion of courses on the secondary level and based on the minimum Carnegie units required by the State Education Agency at the time of the award.
3. Applicants who cannot comply with either condition above may submit a Certificate of High School Equivalency (GED Certificate) issued by Alabama or other state departments of education.
4. Additional admission requirements are applicable to certain courses or programs.

ADMISSION TO OTHER PROGRAMS AND SERVICES

Applicants to customized training for industry and other courses not creditable toward an associate degree may be admitted provided they meet the standards of Freshmen admission or provided they are at least 16 years of age and have been enrolled in secondary education for at least one calendar year (or upon the recommendation of the local superintendent) and have specifically documented ability to benefit. However, the college may establish higher or additional admission requirments for specific programs or services when student enrollment must be limited or to assure ability to benefit.

Applicants will be accepted on a first-come, first-served basis subject to the limits established for each curriculum. It is important that application be made early for entrance into the desired program. Applicants must furnish proof of high school completion before enrollment. For continued enrollment, official transcripts and other required documentation must be on file in the Office of Student Services by the end of the student's first quarter.

ADMISSION OF FIRST-TIME COLLEGE FRESHMEN for Bishop State Community College and Faulkner State Community College.

Applicants who have not previously attended any regionally accredited postsecondary institution will be ocnsidered first-time college students or "native" students.

To be eligble for admisiion to course creditable toward an associate degree, a first-time college student must meet one of the following criteria:

1. Applicants who hold a diploma issued by a regionally and/or State accredited high school are eligible for admission. Applicants who hold a certificate or any other award issued in lieu of a diploma are ineligible for admission.
2. Applicants who have attended a nonaccredited high school may be submitted upon presentation of a diploma indicating successful completion of courses of study on the secondary level and based on the minimum Carnegie units required by the State Education Agency at the time of award.
3. Applicants who cannot comply with either of the above conditions may submit a Certificate of High School Equivalency (GED Certificate) issued by Alabama or other state departments of education.
4. All beginning freshmen who intend to become teachers and are to be trained in Alabama Colleges and Universities must take the ACT or its approved equivalent and attain a score of 18 or above before they will be admitted to any teacher education program in Alabama.
5. The credentials of an applicant for admission from a foreign country are evaluated under the established general regulations governing foreign admission.
6. All students must meet the Measles Prevention Policy which is explained under Health Services.

Students who meet one of these criteria shall be classified as "Degree-Eligible" students.

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INDIVIDUAL REFERRAL

Occupations that have been approved for the Individual Referral Program 1992-1993:

FAULKNER COMMUNITY COLLEGE (All campuses)

Agribusiness Technology
Banking and Finance
Court Reporting
Fire Science
Hazardous Material Technician
Criminal Justice
Management and Supervision
Computer Science
Hospitality Management
Marketing
Fashion Merchandising
Office Administration
Executive Secretary
Legal Secretary
Medical Secretary
Word Processing Specialist
Paralegal
Water and Waste Water Management
Dental Assisting

SOUTHWEST STATE TECHNICAL COLLEGE (Mobile)

Drafting and Design
Electronics Technology
Instrumentation Technology
Cosmetology
Graphic and Printing Communication
*Practical Nursing
Retail Merchandising
Electronic Product Servicing
Air Conditioning and refrigeration
Automobile Mechanics
Carpentry/Cabinet Making
Diesel Mechanics
Industrial Electricity
Machine Shop
Watch/Jewelry Repair
*Nursing Assistance

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*Denotes the occupational programs that have special admission requirements.

BISHOP STATE COMMUNITY COLLEGE (Mobile)

*Nursing
Emergency Medical Technician
Chemical Technology
Management & Supervision Technology
Accounting
Interpeting for Death
Bio Medical Technology
Medical Assistance
Fire Service Management
Community Information System Technology
Office Administration
Early Childhood Education
**Postal Management
**Insurance Sales & Management
**Realty Estate

** Certificate Program

CARVER STATE TECHNICIAL COLLEGE (Mobile)

Accounting and Bookkeeping
Brick Masonry
Food Preparation and Service
Secretarial Technology (Medical & Legal)
Welding Technology
Plumbing & Pipefitting
Automobile Body Repair
Electrician Appliance Repair
General Clerical
Tailoring & Alterations
Barbaring/Hairstyling
Word Processing

*Denotes the occupational programs that have special admission requirements.

*Acceptance Criteria for the LPN Nursing Program (Male Student)

1. High School Diploma or GED (proof of)
2. Dental and physical statement.
3. Proof of measel shot.
4. If age 18-26, proof of Selective Service Registration must be presented.
5. All applicants must take a Pre-Entrance Examination and make adequate score in Reading and Mathematics (TABE).

*Acceptance Criteria for the LPN Nursing Program (Female Student)

1. High School Diploma or GED. (proof of)
2. Physical and Dental statement must be completed.
3. All applicants must take a Pre-Entrance Examination and make an adequate score in Reading and Mathematics (TABE).
4. Proof of measel shot.

*Nursing Program Acceptance Criteria (RN)

To be considered to admission to the Nursing Program the following must be done:

1. Complete the admission requirement, although admission to the college does not guarantee admission to the Nursing Program.
2. The student must demonstrate skills in English and Math. These skills will be measured from the results of the ASSET test (placement test).
3. Complete the application for the Nursing Program.
4. Achieve a score of 45 or above on the ACT Proficiency Exam #403 on Fundamentals of Nursing.
5. The applicant must register to take the examination with ACT.

   Documentation must be submitted showing a minimum of one year of work experience as an LPN in Patient Care within the last five years.
6. Student must have a minimum grade point average of a "C" upon graduation.

SELECTION PROCESS

Once all of the above have been completed, a selection committee will select applicants for the program. Those selected will be based on the following criteria:

a. Clearance Form Date.
b. ACT-PEP scores.
c. Three letters of recommendation to the Nursing Program.
d. Grade Point Average.
e. An interview with the selection committee may be required.

Students are required to complete the 20 quarter hours of science course required for the program.

Students are required to submit a complete physical examination form signed and returned to Nursing Education.

*Physical Therapist Assistant Program

Admission to the Physical Therapist Assistant Program is limited to students chosen by the Admissions Committee. One class, per year is chosen. Minimum requirements for consideration are as follows:

1. Transcript of all previous college work must be provided.
2. Cumulative grade point average of 2.0
3. A "C" of above in each prerequisite course.
4. Written statements from the student regarding career goals.
5. Two letters of reference must be provided.
6. 30 hours of either observations, volunteer or work experience in physical therapy.
7. General biolographical information.
8. Personal interview with the committee.
9. Completion of medical history questionnaire and physical examination by a physician.

Student applications must be submitted by the first of April (4/1/__) of each year.

SPECIAL PROGRAM REQUIREMENTS

Prior to completion of Fall Quarter, students must have succesfully completed the requirements for a basic rescuer C.P.R. Certificate and a basic First Aid Certificate.

SPECIAL GRADUATION REQUIREMENTS

A grade of a "C" or above in all designated speciality courses in this program must be earned. Students must also complete an end of the program competency assessment examination.

ATTACHMENT E.

MONTHLY AND CUMULATIVE PROGRAM STATUS REPORT

INDIVIDUAL REFERRAL
PROGRAM STATUS REPORT

A. MONTHLY PROGRAM STATUS

	(1) Participants On Board	+ (2) Code 90 Status	+ (3) Total Terminations	= (4) Total Served	(5) Entered Employment
BISHOP					
8%	4	2	1	7	0
40%	4	1	0	5	0
60%	3	1	0	4	0
SUBTOTAL	11	4	1	16	0
CARVER					
8%	0	1	0	1	0
40%	1	0	0	1	0
60%	1	1	0	2	0
SUBTOTAL	2	2	0	4	0
FAULKNER					
8%	1	5	1	7	1
40%	19	0	1	20	0
60%	17	2	0	19	0
SUBTOTAL	37	7	2	46	1
SOUTHWEST					
8%	1	1	1	3	1
40%	6	1	0	7	0
60%	7	1	0	8	0
SUBTOTAL	14	3	1	18	1
TOTAL	64	16	4	84	2

B. CUMULATIVE PROGRAM STATUS

	(1) Participants On Board	+ (2) Code 90 Status	+ (3) Total Terminations	= (4) Total Served	(5) Entered Employment
BISHOP					
8%	4	2	6	12	4
40%	4	1	0	5	0
60%	3	1	0	4	0
SUBTOTAL	11	4	6	21	4
CARVER					
8%	0	1	12	13	8
40%	1	0	0	1	0
60%	1	1	1	3	1
SUBTOTAL	2	2	13	17	9
FAULKNER					
8%	1	5	4	10	4
40%	19	0	3	22	*2
60%	17	2	6	25	5(*2)
SUBTOTAL	37	7	13	57	11
SOUTHWEST					
8%	1	1	7	9	3
40%	6	1	1	8	*1
60%	7	1	0	8	0
SUBTOTAL	14	3	8	25	4
TOTAL	64	16	40	120	28

Month of June, 1993

1. Training-Related Employment 2
2. Graduated 7

Cumulative

1. Training-Related Employment 14
2. Graduated 20

*Special EDWAA outcome - Code 31

ATTACHMENT F.

REASONS FOR DROPOUTS

REASONS FOR DROPOUTS -- PY'92

1. Terminated due to incarceration.
2. Lack of progress/family care.
3. Lack of progress/misconduct.
4. Lack of progress/poor attendance.
5. Voluntarily dropped due to illness.
6. Voluntarily dropped/alleged misconduct.
7. Voluntarily dropped due to illness.
8. Voluntarily dropped (no reason given).
9. Voluntarily dropped in the last quarter of training due to pregnancy.
10. Ineligible.
11. Illness (chronic allergy).